

Office of Special Education Services
Process for Determining One to One Teaching Assistant for a Student with Disabilities

The determination for a student with disabilities to have a one to one teaching assistant is a significant and more restrictive programmatic decision that is made by the ARD/IEP committee. In order to make a well-informed decision, the ARD/IEP committee must review the student's individual needs and the supports already available in the instructional setting where the student's IEP will be implemented.

Before a decision is made to assign a one to one teaching assistant, the following factors should be considered and supported by data taken over a period of time:

Activities of daily living (ADL) supports

- Feeding
- Diapering/toileting
- Hand-over-hand assistance
- Cueing/prompting/redirection
- Partial or total physical assistance with transfer, transition from place to place, or positioning

Instrumental activities of daily living (IADL) supports

- Money management,
- Household chores (laundry, light housework)
- Meal planning and or preparation, grocery shopping
- Communication by telephone or other media
- Community based instruction
- Health and medicine management

Behavioral activities supports

- Observation/monitoring and redirection/intervention for the behavior that will or has the potential to:
 - a. Cause injury to the student and/or others
 - b. Cause damage to property
 - c. Result in elopement
 - d. Be socially offensive (i.e., lashes out at others, verbal outbursts)
 - e. Result in medical emergency (i.e., seizure, fainting, respiratory distress)

Instructional activities supports

- Hand-over-hand assistance
- Cueing/prompting/redirection
- Close proximity for instruction and/or appropriate social interactions
- Assist with transition from one activity to another or from one class to another

Based on the above data, if the ARD/IEP committee determines the need for a one to one teaching assistant, this need must be addressed in the Supplementary Aids and Services section of EasyIEP. The purpose, length of time, schedule, and a process to review the effectiveness of the service must be clearly articulated in the IEP.